

California Architects

a publication of the california architects board

public protection through examination, licensure and regulation

Education Conference Spotlights Major Issues

During the Western Conference of Architectural Registration Boards (WCARB) meeting in Portland, Oregon on March 22, 2002, a day-long forum was conducted to address architectural education issues and continue opening the dialog between architectural practitioners, educators and regulators.

Spearheaded by Board President Kirk Miller and entitled "Putting Practice into Education," the conference sought to address the wide divergence revealed in NCARB's recent "Architectural Practice Analysis Study" between what educators and practitioners believe should be taught in school, and the 54 percent difference between what educators thought graduates knew compared to the views of the practitioners who hired the graduates.

Through presentations, panel discussions and Q&A sessions, attendees grappled with the questions surrounding the division of labor between educators and practitioners for passing on to future generations the architectural core competencies as identified by NCARB and The American Institute of Architects (AIA).

Attendees from each of the WCARB states and invited educators engaged in lively discussions of the issues faced by a professional school existing in an academic setting and the needs of architectural firms to hire graduates who are well-versed in the practice of architecture.

To give a balanced view of the issue dynamics and outcome of the conference, the Board spoke with an attending regulator, educator, and practitioner who have been active in the ongoing search for solutions:



David Knauer
Director of the New Mexico
Board of Examiners for
Architects

The most striking thing [about the conference] to me was how most of the panel participants were so heavily invested in whatever their particular "box" consisted of. I did not see a great desire for interaction, although there seemed to be a willingness to communicate further on these matters after the



The California Architects Board has just published the results of a study on the proficiency of architects in the State. The *Executive Summary of the California Architects' Proficiency Survey* is the result of a multi-year effort, which included focus groups, task forces, committees, and a scientific survey.

As a result of this study the Board concluded that, on an overall basis, there is not a significant proficiency problem that would warrant mandatory continuing education at this time.

However, the study and the Board did identify several areas in which architects' proficiency should be strengthened. These areas specifically include:

1. Coordination of the work of professional consultants
2. Appropriate review and check of design and construction drawings and specifications
3. Use of appropriate observation procedures during site visits
4. Clear communication of technical instructions, design decisions, and changes to consultants
5. Interpretation and understanding of codes and regulatory requirements relating to the construction industry

The Board is now addressing, internally and with collateral organizations, how improvements could be made relating to architects' proficiency in these areas that impact the public health, safety, and welfare.

The Board is developing procedures and regulations to require licensure candidates to complete the National Council of Architectural Registration Boards' (NCARB) Intern Development Program (IDP) before they can take the California Supplemental Examination (CSE). Two task forces established by the



President's Message

By L. Kirk Miller, FAIA,
Board President

Post Licensure Proficiency

Board, the IDP Implementation Task Force and the Competency-Based IDP Task Force, are developing recommendations on how internship can help form a stronger bridge between formal architectural education and the real world of professional practice.

The Board's Examination Committee is analyzing whether the CSE can be enhanced in the areas noted above. As part of the examination development process, the Committee also reviews the Architectural Registration Exam (ARE) to assess whether it adequately covers the issues identified in our recent job analysis. The Committee is

beginning to look at the ARE to see if that exam is adequately testing candidates on their knowledge and skills in the above listed areas.

The Board is also considering the issue of how California's accredited schools of architecture can use the formal education process, without detracting from their missions, to improve their graduates' abilities in the above areas. Input will be sought from both educators and professionals. The goal is to generate input for the Board to consider before making a series of positive recommendations about education to NCARB and to the National Architectural Accrediting Board (NAAB). The recommendations could then go to NAAB's Accreditation Criteria Conference, to be held in the autumn of 2003.

To reiterate, the Board did not find a significant proficiency problem at this time. That is not to say that architects, who have been bestowed with that title in return for protecting the public health, safety, and welfare, should not continue to improve their level of proficiency as professionals.

An Executive Summary of the report is available to interested parties. View it on the Board's Web site at www.cab.ca.gov or contact the Board office at (916) 445-3394 or cab@dca.ca.gov. ■

IDP On Track for 2005

Beginning January 1, 2005, completion of the Intern Development Program will be required for candidates wishing to become licensed in California.* Candidates who establish eligibility for the ARE before December 31, 2004 will not be required to complete IDP, though they will still be subject to the current experience requirements. The Board is continuing to discuss the specific details of the IDP requirement, and more information will be forthcoming in future newsletters.

* Implementation of IDP subject to approval of regulatory changes.

Board Welcomes Three New Members



LARRY GUIDI was appointed a public member of the Board by Assembly Speaker Herb Wesson in May, 2002. He has served as Mayor of Hawthorne, California since 1993, and is currently the Facilities Director for Hawthorne School District. For the past 25 years, Guidi has worked in the private sector, accruing experience in international trade, investments, business, real estate, property, and construction management. As Mayor of Hawthorne, Guidi has spearheaded the city's development activities, with seven major developments already in the ground or under construction since 1998, representing in excess of 2-1/2 million square feet of mixed-use development and creating hundreds of new jobs for residents. In addition to his responsibilities as Mayor, Guidi takes an active interest in regional and state concerns, serving on the Board of Directors of the Los Angeles County Sanitation District, the California World Trade Commission, and the California Council on Criminal Justice. His term as a Board member expires on June 1, 2003.



DENIS HENMI, AIA, was appointed to the Board by Governor Davis in April, 2002. Henmi is a founding partner of Kwan Henmi Architecture Planning, Inc. headquartered in San Francisco, with an office in Oakland. Mr. Henmi's recently completed projects include the interiors of Pacific Bell Park for HOK Sport and the San Francisco Giants, the 38 story Paramount project in San Francisco, and The Leland Apartments, a housing project designed for persons with disabilities, which was the recipient of an AIA/HUD design award. His firm's works have appeared in Architectural Record, Architect, Progressive Architecture and the International Architecture Yearbook. His community service includes serving as board member of the Bay Area Sports Organizing Committee in their effort to bring the Olympic Games to the San Francisco Bay Area in 2012, and as a member of the REC Directors Council for the City of Hope. He has been assigned to serve on the Board's Professional Qualifications Committee and the Examination Committee. He has served as member of the Job Analysis Survey Committee, Supplemental Examination Item Writing Committee and has participated in the administration of the Supplemental Examination as commissioner and master commissioner since 1987. His term as a Board member expires on June 1, 2005.



WILFRED W. HSU, of Hillsborough was appointed as a public member by Governor Davis in April, 2002. He has been the CEO of Group Azure LLC, a real estate development company since 1998. For the past 16 years, he has also served as the president of Weld Enterprises, Inc., a Los Angeles-based real estate development, property management, consulting, and investment firm. Mr. Hsu is a member of the California International Relations Foundation, the California World Trade

Commission, San Francisco Human Rights Commission, and co-chair of the Chinatown Neighborhood Association. He is a former member of the California Rural Development Council. He earned a Bachelor of Science degree in Architecture from the University of Southern California. His term as a Board member expires on June 1, 2004. ■



Video of *Why the Towers Fell* PBS Show Now Available

www.pbs.org/nova/wtc

Who could have guessed that a steel behemoth of such size and strength—a building so massive that it had its own zip code—could actually be reduced to 150 feet of dust and rubble? That's the question asked and answered on PBS's NOVA program *Why the Towers Fell*. The show, originally aired in April of this year, presented the American Society of Civil Engineers' (ASCE) report into



the root causes of the World Trade Center towers' collapse by following a

team of structural and fire engineers during their study. Other features of the show include a harrowing report by one of the few survivors above the point of impact on the second tower hit. PBS plans to re-air the show in September; check your local listings. A video of the show is also available for \$19.95 through the Web site's shopping section (<http://main.wgbh.org/wgbh/shop/wg36479.html>). ■

Education *continued*

conference ended. I will be interested to see and hear about how things have gone six months or a year down the road.

As a regulator, I have limited knowledge and experience with the general field of architectural education. In my opinion, the emphasis seems to be primarily on theory and design. While teaching must continue in these areas, I think it has become apparent to those involved in the practice of architecture that students and interns need to be better prepared for the practicalities of professional practice.

Communication and a willingness to expend the necessary energy will be the key factors in accomplishing any change. Some educators and practitioners have always perceived a kind of dialectical tension between the development of the student and the growth of the intern into a fully accomplished practicing professional. I would hope that these two entities find a way to incorporate both their needs into one common goal that produces an appropriately educated individual who can confidently enter the field of practice offering a significant contribution. Otherwise, my concern would be that the educators will continue to present what they feel is best for their students, while practitioners will continue to feel that those entering the professional arena are not well equipped to handle its challenges.

A change in perception may be required. Many educators feel they do not need to teach with an eye on the present requirements of the profession. They feel that these requirements can be transitory and divert the educator from the Holy Grail of education: inspiration for thought based on an understanding of accepted theory. I think some educators feel they are “dirtying their hands” by considering what the everyday toil of the profession may require and, subsequently, not addressing it. So, first, there must be some agreement or compromise as to what needs to be included in the education of the architect.

Then the profession needs to be more proactive in addressing these needs. Practicing professionals need to continue to be supportive of their interns’ ongoing learning. This may mean putting in more time mentoring and allowing time for interns to go to seminars or take online courses to further their understanding of the practice.

Regulators have a role to play in this by helping to facilitate communication between architectural schools and professionals. They can be a resource for educating students and interns on the regulatory requirements of the profession. In general, regulatory agencies have the opportunity to act as clearing-houses for information and discussion between all participants involved in architectural education and practice.



W. Cecil Steward, FAIA

Former dean and professor in the University of Nebraska College of Architecture in Lincoln. Steward has worked in private practice and as an educator, is a past president of the NAAB, and is the only career educator to serve as president of the AIA.

I was impressed by the breadth of discussion among practitioners and regulators [at the conference] and the willingness to embrace other visions. Similarly, some of the educators were looking for common ground. When these conferences first started in the early 90s, lines were clearly drawn. Over time, I have seen people stepping over those lines, trying to get into other people’s shoes. This conference offered more of that.

Right now, we’re a little like a profession with one foot on a raft called “education” and the other foot on a raft called “the profession.” Both rafts are going in different directions, while we’re being swept over by a huge tsunami of expectations from globalization, the condition of the planet, and the public.

As I’ve said often and after participating in more than 30 accreditation tours, I believe every student who completes an accredited degree in a U.S. institution in architecture is getting a good education. The question is the mismatch between education and practice – the two have different strategies, cultures, definitions of the world. And we

continued page » **5**



have lost our means of rationalizing and coming to shared values and definitions.

We're seeing a high percentage of graduates not entering the profession in traditional ways and under traditional circumstances. Only about 50 percent of the students who enter practice settings choose to go for licensure and many go from school into other professions. For the individual it's not that bad; for the profession it's disastrous. My father used to say, "Never eat your seed corn." You always have to know how you're going to grow the next crop.

Practitioners are bemoaning the fact they have to spend so much time in education. They have to retrain students more often than not – the technologies of building are missing in schools. On the other hand, students are coming to the firms with skills, interests, and values that practitioners find difficult to relate to. They are well-educated, world aware and ready for challenges and responsibilities

— but they are not prepared for what's being offered to them.

One reason for this is that universities are cultures unto themselves with their own reward system, values, and structures. There's not a school in this country that's not under some financial pressure; and this puts less-valued programs in vulnerable positions. The pressure is on architectural educators to measure up to the standards of the campus by having more PhDs, bringing in more research income — and these are antithetical to the needs of the profession.

In 25 to 30 years, we'll have fewer institutions offering architecture and those that do will be more technical and research based. I believe that if the profession stays the same, with a focus on design and construction, it will have to set up new teaching institutions to teach young people to perform those tasks. We're already seeing many of the large firms setting up their own internal universities.

Changes are critical and urgent. I'd do everything possible to make the action, communication and shared principles among the three groups (regulators, educators, and practitioners) as common and understood as possible. These conferences have been going on since the early 90s, and they help.

My proposal has been to reorganize the continuum of education, moving practice into education, and vice versa. We need to award the title "architect" earlier and examine

for specialized knowledge at different times to broaden the definition of architecture in response to current issues. We're mired in the inability to keep pace with the rest of the world because we can't agree. I used to defend the creative tension generated by the five different organizations (ACSA, AIA, AIAS, NAAB, NCARB) with five different views, but in the last 15 years I've come to see that disparity as our Achilles' heel, not our magic carpet.

Am I optimistic? Yes, I am, but I am also very concerned — not just on the basis of the disorganization of the profession, but on the enormity of the task at hand environmentally and the very dearth of leadership that exists in communities in this nation to lead the world to a more globally sustainable future. Architects are ideally suited by education and creativity to take that leadership, but we first have to take care of staying in business and operating successfully in the academic environment.



Michael Hricak, FAIA

Design partner for

Rockefeller/Hricak Architects in Venice, California and former president of the AIACC. In addition to pursuing private practice, Hricak has served as a senior instructor for the UCLA Extension, Architecture, Interior, and Environmental Design Program since 1982, and is a lecturer at USC's School of Architecture. The public press uses the term "architect" in a far more inclusive

continued page » 6

Education *continued*

way than we do in the profession. In the broad sense, an architect is someone who has a vision and makes it happen. At present, schools seem to stop at the vision, leaving students unprepared to coordinate people to create a successful project and leaving the profession increasingly marginalized into the role of the designer. We too often hear such questions as, "Do we really need this, or is it just design?"

As an educator, I appreciate the pressures faced and don't want to come down on anyone, but I do see some real issues that architectural schools need to address. Architecture is, by nature, a leveraged profession. Nothing we do leads directly to the goal of the client. Instead, effective design allows others to succeed so the goals of the client are met. Somewhere along the line, we decided that we build buildings — we don't. We create effective design and transfer that information to enable sound construction that leads to buildings that meet the client's needs.

Schools of architecture must move away from being islands within the campus to give students a chance to learn about and understand the clients they will serve. We need a complete reversal of positions so the architect learns how to learn, to be educated by the client rather than to educate the client. If the architect is designing a newsroom, for example, he or she needs to watch journalists

at work and design to meet the journalists' needs. The same goes for any project.

On another vein, the most common complaint I hear from architectural students is that they never have enough time. Everything we now know about learning is contradicted in architectural education. Students need to be in control of the learning process; they need sleep, and they need to gain a sense of accomplishment and self-esteem through education. To accomplish that, the tyranny of the design studio has to be broken to take the pressure off students and to allow outside professionals the opportunity to teach. With the present schedule of four hours, three days a week, no practicing professional can reasonably teach a studio, so schools miss the opportunity to draw from practicing professionals.

Schools don't need to get more practical, they should not be the training ground for the technical aspects of the profession, but they need to get more rigorous in the areas they focus on. If the goal is to teach problem solving, then it must be real problem solving, with all the issues and real-world restrictions presented as part of the problem. Budgets, safety concerns, access, water issues, and so on, need to be presented to develop creativity that will translate to architectural practice and create graduates who are ready for the rigors of practice. ■

City of Sunnyvale Offers Innovative E-OneStop Web Tools

ecityhall.ci.sunnyvale.ca.us



While many were just beginning to explore the practical possibilities afforded by the Internet five years ago, the City of Sunnyvale was teaming with Microsoft and the City of Mountain View to create an online permitting system. That system, originally designed for simple permits required for small projects such as new water heaters, re-roofing projects and furnaces, has grown to include a host of tools that lower operational costs for the city, while providing convenience to residents, contractors, developers, and architects.

E-OneStop now offers expanded permitting for simple residential projects, as well as allowing online inspection scheduling for all building projects, permit history research for any Sunnyvale address, and the ability to view plan check status and attached comments on plans reviewed by all departments. The popular Web site has reduced traffic into the

continued page » 8



ENFORCEMENT ACTIONS

CAB is responsible for receiving and investigating complaints against licensees and unlicensed persons. CAB also retains the authority to make final decisions on all enforcement actions taken against its licensees.

Included below is a brief description of recent enforcement actions taken by CAB against individuals who were found to be in violation of the Architects Practice Act.

Every effort is made to ensure that the following information is correct. Before making any decision based upon this information, you should contact CAB. Further information on specific violations may also be obtained by contacting the Board's Enforcement Unit at (916) 445-3394.

MICHAEL L. BERMAN (Sherman Oaks)

The Board issued an administrative citation that included a \$1,500 civil penalty to Michael L. Berman, architect license number #C-10992, for violations of Business and Professions Code (BPC) section 5536(a) (Practice Without a License or Holding Self Out as Architect). Berman's license expired on October 31, 1995 and was not renewed until October 13, 1999. The license expired again on October 31, 1999 and was not renewed until December 28, 2000. This action was based on evidence that during the period that his license was delinquent, Berman submitted a proposal which offered to provide "Professional Architectural & Engineering Services" and defined the scope of services to include "Architectural Design." The proposal described Berman as the "Principal Architect." Berman also executed an agreement to the proposal which described "Michael Berman Associates" as "A licensed Architect." He submitted a letter to a client on letterhead which read "Michael Berman Associates architecture and its construction" and signed the letter with a signature line stating "Michael Berman, Architect" and prepared a drawing with a title block

which read "architects and engineers." The citation became effective on April 4, 2002.

GREGORY G. CLARK (Antioch)

The Board issued an administrative citation that included a \$1,000 civil penalty to Gregory G. Clark, architect license number #C-25639, for a violation of BPC sections 5536(a) and (b) (Practice Without a License or Holding Self Out as Architect). Clark's license was expired from June 30, 1997 until renewal on April 30, 2002. This action was based on evidence that while Clark's license was expired, he unlawfully represented himself as the "Architect of Record" for a project and stamped and signed a letter to a building department. The citation became effective on April 12, 2002.

MICHAEL DENNIS McNALLY

(Fresno) The Board issued an administrative citation that included a \$500 civil penalty to Michael Dennis McNally, architect license number #C-13859, for a violation of BPC section 5536(b) (Practice Without a License or Holding Self Out as Architect). McNally's license was expired from

August 31, 1999 until renewal on March 6, 2002. This action was based on evidence that while McNally's license was expired, he unlawfully affixed his architect's stamp on design plans. McNally paid the civil penalty satisfying the citation. The citation became effective on June 10, 2002.

ARMANDO RANIER RAMIRO, III

(Bonita) The Board issued an administrative citation that included a \$500 civil penalty to Armando Ranier Ramiro, III, an unlicensed individual, for a violation of BPC section 5536(a) (Practice Without a License or Holding Self Out as Architect). This action was taken based on evidence that Ramiro unlawfully used a stamp that included the words "REGISTERED ARCHITECT" and "STATE OF CALIFORNIA." The citation became effective on April 26, 2002.

FARSHID SAMSAMI (Burlingame)

The Board issued an administrative citation that included a \$500 civil penalty to Farshid Samsami, an unlicensed individual, for violation of Business and Professions Code sections 5536(a) (Practice Without a License) and 5536.1(c) (Unauthorized Practice). This action was taken based on evidence that Samsami prepared plans for a non-exempt project type requiring a licensed design professional. The citation became effective on June 22, 2002.

THOMAS ADAMS SHUMAKER, JR.

(San Diego) The Board issued an administrative citation that included a \$750 civil penalty to Thomas Adams Shumaker, Jr., architect license number #C-9752, for a violation of BPC sections 5536.22 (Written Contract) and 5584 (Willful Misconduct). This

continued page » 8



California Architects Board
400 R Street, Suite 4000
Sacramento, CA 95814-6238

Board Members

L. Kirk Miller, President, Architect Member
Gordon Carrier, Vice President, Architect Member
Cynthia Choy Ong, Secretary, Public Member
Frank Y. Chiu, Public Member

Douglas R. McCauley, Executive Officer

Larry Guidi, Public Member
Denis Henmi, Architect Member
Wilfred W. Hsu, Public Member
Marc Sandstrom, Public Member

PRSRT STD
U.S. Postage
PAID
Permit No. 685
Sacramento, CA

Inside This Issue

SUMMER 2002

- Education Conference Spotlights 1
- President's Message 2
- IDP on Track for 2005 2
- New Board Members 3
- Why the Towers Fell 3
- Innovative E-OneStop Web Tools 6
- Enforcement Actions 7

E-OneStop *continued*

building department by virtually eliminating the need to appear in person for minor permits and to call for inspection scheduling and permit histories, core functions that once generated considerable phone and foot traffic.

In the near future, Sunnyvale plans to add a zoning module that will allow public access to zoning maps, the general plan map, and flood zones. The city will further expand permitting to include kitchen remodels and residential air conditioners and will extend the next-day inspection scheduling to midnight the day before.

Since internal city and county systems were not designed with the Internet in mind, there are understandable roadblocks to providing complete access to current information. Information on new subdivisions, for example, can take up to a year before moving from the county to city systems. Future expansion of functions will take place as the city and county's internal systems are brought up to date to provide easy access to uniform databases. ■

Enforcement Actions *continued*

action was taken based on evidence that Shumaker provided professional services without an executed written contract. In addition, Shumaker assumed responsibility for completion of the project by offering to provide site observation; however, the project was not completed. He also offered to pay a demolitionist for work completed, but failed to provide a record of the monies spent for the project and paid to the demolitionist in a timely manner. The citation became effective on June 10, 2002. ■

TO GET IN TOUCH WITH US

California Architects Board 400 "R" Street, Suite 4000 » Sacramento, CA 95814-6238 » (916) 445-3393 » Fax: (916) 445-8524
Email: cab@dca.ca.gov » www.cab.ca.gov